



# STUDY ON ELEMENTARY SCHOOL TEACHERS OF HOOGHLY DISTRICT OF INDIAN SUB-CONTINENT TOWARDS EXECUTION OF SARVA SHIKSHA MISSION

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## ABSTRACT

Teachers are regarded as one of the largest significant group of professionals for Nation building. As the teachers are directly concerned in the academic, mental, physical, moral, spiritual, and psycho-social step-up of the children, hence it will in the end form educational system. This article emphasizes effectiveness of elementary school teachers towards successful implementation of Sarva Shiksha Mission among the teachers of western part of Hooghly district of West Bengal. To identify the effects, we use structured schedule containing Twenty three (23) independent variables viz. Age ( $X_1$ ), Formal qualification ( $X_2$ ), Training ( $X_3$ ), Teaching experience ( $X_4$ ), Monthly Income ( $X_5$ ), Interaction with NGO ( $X_6$ ), Association with different organization ( $X_7$ ), Social participation ( $X_8$ ), Expose to media ( $X_9$ ), Job satisfaction ( $X_{10}$ ), Engagement in other activities ( $X_{11}$ ), Availability of TLM ( $X_{12}$ ), Use of teaching aids ( $X_{13}$ ), Impact of TLM ( $X_{14}$ ), Use of training workshop ( $X_{15}$ ), Suggestion towards minimizing dropout ( $X_{16}$ ), Facilities available use school ( $X_{17}$ ), Effectiveness of MDM ( $X_{18}$ ), Motivation towards Backward children ( $X_{19}$ ), Reasons of drop out ( $X_{20}$ ), Role of Mother in promoting education ( $X_{22}$ ) and Role of Society ( $X_{23}$ ) correlated with the depended variable (Y). The study indicates that fifteen variables showed their strong involvement in result which indicates that elementary school teachers played a pivotal role towards execution towards Sarva Shiksha Mission of Hooghly district in the State of West Bengal of Indian Sub-continent.

**KEYWORDS:** Sarva Shiksha Mission, Universalization Elementary Education, Social Participation, Opinion matrix, etc.

## INTRODUCTION:

Sarva Shiksha Mission is an effort to universalize elementary education by community-ownership of the school system. It is in response to the demand for quality basic education all over the country. The Sarva Shiksha Mission is also an attempt to provide a prospect for improving human capabilities to all children, through provision of community-owned quality education in a Mission mode. Teachers play a central role in all round development of the students and shaping the destiny of the nation. The Teacher working at the lower ladder of education lays a strong foundation and nature the aptitude for education and shows the seeds of aspirations and ambitions in the minds of the children. Sarva Shiksha Mission (SSM) is Government of India's flagship programme for achievement of Universalization of Elementary Education (UEE) in a time-bound manner as mandated by 86th amendment to the Constitution of India making free and compulsory education to the children of 6-14 years' age group as a fundamental right. Suryanarayana (2006) conducted a study on the impact of ratio lessons at the primary school level in the tribal area of Visakhapatnam District, Andhra Pradesh through questionnaire and interview with pupils, teachers and MRPs (Mondal Resource Persons). The major finding was that the presentation of the radio lesson was nice and it made the work of the teacher easier. In the study of Ghosh and Deb (2014), they found that in Jalpaiguri, a Sarva Shiksha Mission (SSM) district of West Bengal since 2002 to estimate and review the level of achievement earned by the Elementary Teachers from the SSM – its objective and purposes methods and approaches.

## OBJECTIVES OF THE STUDY:

1. To assess the role of elementary school teachers in archiving the goal of Sarva Shiksha Mission of two Blocks viz. Pursura and Khanakul-II of Hooghly district of West Bengal.
2. To examine the nature and extent of Twenty three causal variables upon the predictor variable (Y).
3. To find the extent of dependency of effectiveness of elementary teachers(Y) from different educational, social, economic, environmental and academic variables viz. Age ( $X_1$ ), Formal qualification ( $X_2$ ), Training ( $X_3$ ), Teaching experience ( $X_4$ ), Monthly Income ( $X_5$ ), Interaction with NGO ( $X_6$ ), Association with different organization ( $X_7$ ), Social participation ( $X_8$ ), Expose to media ( $X_9$ ), Job satisfaction ( $X_{10}$ ), Engagement in other activities ( $X_{11}$ ), Availability of TLM ( $X_{12}$ ), Use of teaching aids ( $X_{13}$ ), Impact of TLM ( $X_{14}$ ), Use of training workshop ( $X_{15}$ ), Suggestion towards minimizing dropout ( $X_{16}$ ), Facilities available use school ( $X_{17}$ ), Effectiveness of MDM ( $X_{18}$ ), Motivation towards Backward children ( $X_{19}$ ), Reasons of drop out ( $X_{20}$ ), Role of Mother in promoting education ( $X_{22}$ ) and Role of Society ( $X_{23}$ )

## STUDY AREA AND METHODOLOGY:

The present study is based on intensive survey conducted during April, 2016 to June, 2016 in two blocks of the district of Hooghly of the State of West Bengal. The two blocks, namely Pursura and Khanakul-II were selected as highest gen-

der ratio of block and lowest gender ratio of block, out of 31 blocks in the district. With the help of random sampling method, 120 elementary school teachers were selected from each two blocks having a total of 240 respondent teachers of the western part of the district. A structure schedule containing of 57 different questions / statements / views were placed before each respondent teacher separately to measure the personal, socio-economic, spatial and other variables related to the educational activity of the elementary school teachers towards execution of Sarva Shiksha Mission. Here, in order to explore the problem, different statistical methods like correlation, regression, and step down regression have been adopted. Here, the dependent variable (Y), that is, the effectiveness of elementary school teachers are measure through rank matrix from five different variables like management, teacher's participation, job satisfaction, political environment and social environment.

## RESULT AND DISCUSSION:

**Table1:** Coefficient of correlation between effectiveness of elementary school teachers towards successful implementation of Sarva Shiksha Mission (Y) and other Twenty three (23) casual factors.

Sl. No.	Variable	'r' value
1	Age ( $X_1$ )	-.1466*
2	Formal qualification ( $X_2$ )	-.2287**
3	Training ( $X_3$ )	-0.1075
4	Teaching experience ( $X_4$ )	-.1234*
5	Monthly income ( $X_5$ )	0.0284
6	Interaction with NGO ( $X_6$ )	-.1432*
7	Interaction different organization ( $X_7$ )	0.1786**
8	Social participation ( $X_8$ )	0.2370**
9	Exposure to media ( $X_9$ )	0.0307
10	Job satisfaction ( $X_{10}$ )	-.1248*
11	Engagement in other activities ( $X_{11}$ )	-.1688**
12	Availability of TLM ( $X_{12}$ )	0.039
13	Use of teaching aids ( $X_{13}$ )	0.4788**
14	Impact of TLM ( $X_{14}$ )	0.1084
15	Use of training workshop ( $X_{15}$ )	0.0058
16	Suggestion towards minimizing dropout ( $X_{16}$ )	-.2735**
17	Facilities available use school ( $X_{17}$ )	0.1874**
18	Effectiveness of MDM ( $X_{18}$ )	0.0292
19	Motivation towards Backward children ( $X_{19}$ )	0.1309*
20	Reasons of drop out ( $X_{20}$ )	0.2563**

21	Role of Mother in sending children ( $X_{21}$ )	0.1315*
22	Role of Mother in promoting education ( $X_{22}$ )	-0.07
23	Role of Society ( $X_{23}$ )	0.1981**

Critical value (2-Tail, 0.05) = +or- 0.122 \*Significant at 5% level

Critical value (2-Tail, 0.01) = +or- 0.161 \*\*Significant at 1% level

It is exposed that all the twenty three variables viz. Age ( $X_1$ ), Formal qualification ( $X_2$ ), Training ( $X_3$ ), Teaching experience ( $X_4$ ), Monthly Income ( $X_5$ ), Interaction with NGO ( $X_6$ ), Association with different organization ( $X_7$ ), Social participation ( $X_8$ ), Expose to media ( $X_9$ ), Job satisfaction ( $X_{10}$ ), Engagement in other activities ( $X_{11}$ ), Availability of TLM ( $X_{12}$ ), Use of teaching aids ( $X_{13}$ ), Impact of TLM ( $X_{14}$ ), Use of training workshop ( $X_{15}$ ), Suggestion towards minimizing dropout ( $X_{16}$ ), Facilities available use school ( $X_{17}$ ), Effectiveness of MDM ( $X_{18}$ ), Motivation towards Backward children ( $X_{19}$ ), Reasons of drop out ( $X_{20}$ ), Role of Mother in sending children ( $X_{21}$ ), Role of Mother in promoting education ( $X_{22}$ ) and Role of Society ( $X_{23}$ ) correlated with the depended variable (Y) that is, the effectiveness of elementary school teachers of Hooghly district of West Bengal towards successful implementation of Sarva Shiksha Mission.

The age of the teacher ( $X_1$ ) in the block like Pursura and Khanakul-II has an exceptional significance on SSM from their study. The negative correlation value indicates that at the lower age, teachers are more efficient in participating the different programmes of Sarva Shiksha Mission.

Formal educational qualification ( $X_2$ ) means enrichment in academic arena in terms of innovations, new experiences; deeper understanding in subjects and better output in classroom teaching and accordingly teachers could have associated themselves in the participatory interacting during different training programmes. As a result, they built up higher effectiveness index towards implementation of Sarva Shiksha Mission objectives.

Engagement in allied activities like Interaction with NGO ( $X_6$ ), Interaction different organization ( $X_7$ ), Social participation ( $X_8$ ) helped teachers in utilizing their diverse access in institutional and interpersonal interactions. These have contributed to build up a wide range of inventory information on different aspects of education during SSM.

Job satisfaction ( $X_{10}$ ) indicates the additional support of a teacher. For better output in classroom teaching and accordingly teachers could have associated themselves in the participatory interacting during different class teaching. As a result, they built up higher effectiveness index towards implementation of Sarva Shiksha Mission objectives.

Engagement in other activities ( $X_{11}$ ) helped teachers in utilizing their diverse access in institutional and interpersonal interactions. These have contributed to build up a wide range of inventory information on different aspects of education during Sarva Shiksha Mission.

Teaching aids cannot be invented from the market rather it is articulated within teachers' innovations. It is the teacher who ultimately invented and Use of teaching aids ( $X_{13}$ ) during class room teaching which ultimately influenced learning effectiveness index and impart quality of education.

Suggestion towards minimizing dropout ( $X_{16}$ ) has the negative correlation effect. It depicts that the existing practices which are followed in schools are not sufficient to minimizing the dropout at elementary level.

Role of difference facilities available used in school ( $X_{17}$ ) has a very strong positive impact on the predictor variable. It specifies that the facilities like distribution of free text books, teaching learning materials, school dress for girls students, and different other facilities available from school grant. All the facilities are offered from Sarva Shiksha Mission.

Motivation towards Backward children ( $X_{19}$ ) is another factor which is indirectly affected the education of the children a lot. Positive motivation encourages the backward children to be attentive in their study. So it has a positive impact on the predictor variable.

Reasons of drop out ( $X_{20}$ ) have strong positive significance on the dependent variable. The reasons for which students are either permanently dropped out or frequently dropped are valid grounds. Thus, teachers identified rightly the reasons behind the dropout.

Mother is the only parent who spends the maximum time with their children at home. Educated mother extends her help in learning process of their children in understanding their text books or she can make bridge between the gaps as happened in school while understanding text books from the teacher. So in all respect, higher education of the mother would reduce the chances of dropout of the children. In this area Role of Mother in sending children ( $X_{21}$ ) has the positive significance on the dependent variable.

Society ( $X_{23}$ ) helped teachers in utilizing their diverse access in institutional and

interpersonal interactions. These have contributed to build up a wide range of inventory information on different aspects of education during SSM.

**Table 2:** The Multiple Regression Analysis

Sl. No.	Variable	'B' value	't' value
1	Age ( $X_1$ )	0.044842	0.332
2	Formal qualification ( $X_2$ )	-0.0835	-0.93
3	Training ( $X_3$ )	-0.055604	-0.656
4	Teaching experience ( $X_4$ )	-0.095828	-0.706
5	Monthly income ( $X_5$ )	0.010043	0.099
6	Interaction with NGO ( $X_6$ )	0.079974	0.847
7	Interaction different organization ( $X_7$ )	-0.113436	-1.281
8	Social participation ( $X_8$ )	-0.052699	-0.614
9	Expose to media ( $X_9$ )	-0.058503	-0.668
10	Job satisfaction ( $X_{10}$ )	-0.111675	-1.224
11	Engagement in other activities ( $X_{11}$ )	0.105766	1.234
12	Availability of TLM ( $X_{12}$ )	0.098829	1.181
13	Use of teaching aids ( $X_{13}$ )	-0.03508	-0.41
14	Impact of TLM ( $X_{14}$ )	-0.047712	-0.574
15	Use of training workshop ( $X_{15}$ )	-0.054307	-0.595
16	Suggestion towards minimizing dropout ( $X_{16}$ )	0.13548	1.536
17	Facilities available use school ( $X_{17}$ )	-	-
18	Effectiveness of MDM ( $X_{18}$ )	-	-
19	Motivation towards Backward children ( $X_{19}$ )	0.028133	0.329
20	Reasons of drop out ( $X_{20}$ )	-0.023744	-0.263
21	Role of Mother in sending children ( $X_{21}$ )	0.373781	3.987**
22	Role of Mother in promoting education ( $X_{22}$ )	-0.151539	-1.666
23	Role of Society ( $X_{23}$ )	0.013689	0.156

Critical value of t (0.05) = +or- 1.955 \*Significant at 5% level

Critical value of t (0.01) = +or- 2.620 \*\*Significant at 1% level

Multiple R	= 0.46538
R Square	= 0.21658
Adjusted R Square	= 0.08600
Standard Error	= 1.94547

#### Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	21	131.8359	6.2779
Residual	126	476.8938	3.78487

F = 1.65868, Signif F = .0463

Commencing table 2, it is generate that all these 23 variables had exposed together their regression effect on the effectiveness of elementary school teachers towards successful implementation of Sarva Shiksha Mission (Y) and they explain 21.65 per cent of the total agglomerated effect. In the step down regression analysis, it is interestingly found that Role of Mother in sending children ( $X_{21}$ ) alone can explain 11.44 per cent of the total effect and rest 22 variables can only clarify 10.21 per cent of the total effect. This would investigate the possibilities of considering more factors involved within the variable Role of Mother in sending children ( $X_{21}$ ) which indicates that the class room academic transaction of a teacher would ultimately play a pivotal role towards the efficiency of a teacher.

**Table 3:** Step down regression Analysis

1. $X_{21}$	
Multiple R	= 0.33829
R Square	= 0.11444
Adjusted R <sup>2</sup>	= 0.10837
Standard Error	= 1.92152

#### Analysis of Variance

	DF	Sum of Squares	Mean Square
Regression	1	69.66306	69.66306
Residual	146	539.06667	3.69224

F = 18.86744 Signif F = .0000

**Table 3:** Step down regression Analysis

Step	Mult R	R <sup>2</sup>	F(Eqn)	Variable
1	0.18909	0.03576	8.71433	X <sub>2</sub>
2	0.2331	0.05433	6.72245	X <sub>20</sub>
3	0.26666	0.07111	5.94561	X <sub>9</sub>
4	0.30821	0.09499	6.08775	X <sub>18</sub>
5	0.33323	0.11105	5.77114	X <sub>10</sub>

Even as insertion all the Twenty three causal variables into a step down regression model, we found that after step 5, the five variables namely, Formal qualification (X<sub>2</sub>), Reasons of drop out (X<sub>20</sub>), Use of training workshop (X<sub>15</sub>), Expose to media (X<sub>9</sub>), Effectiveness of MDM (X<sub>18</sub>), and Job satisfaction (X<sub>10</sub>) together showed their regression effect on the dependant variable (Y) that is, effectiveness of elementary school teachers towards successful implementation of Sarva Shiksha Mission. The corresponding R square value after step seven is 0.11105.

#### CONCLUSION:

Education is a complex episode. Sarva Shiksha Mission is the supplementary method adopted since 2002 to the accessible education structure in order to universalize elementary education to achieve 100 per cent enrolment in respect of Gross Enrolment Ratio (GNR), access to school by all children of age group 6-14 years, reducing the dropout rate below 10 per cent, and make sure about the quality of education. The effectiveness of Sarva Shiksha Mission is the composite goal to be achieved from stake holders like students and parents, community participators, administrators, and teachers. Among them, teachers' role is very essential in the sense that the teacher alone can do the stirring components towards triumph of the objectives of the task. So the consideration of Efficacy of Sarva Shiksha Mission from teachers' psychoanalysis is essential.

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